

LEITHS EDUCATION PARTNER SCHOOL



Leiths CTH Level 3 Extended Certificate in Professional Cookery

This is a five-term course based on 46 core weeks of practical menus which will develop a wide range of culinary skills. This qualification enhances a personal statement and UCAS application and can play a pivotal role in opening the door to careers in the hospitality and catering industry and beyond.

Example dishes include: Roasted squash and fennel risotto with endive, pear and pecan salad; Tandoori prawns with flat breads and coriander chutney; gourmet venison burgers with brioche and pickled cucumber; vanilla panna cotta with roasted rhubarb and shortbread crumb.

Portfolio of Evidence:

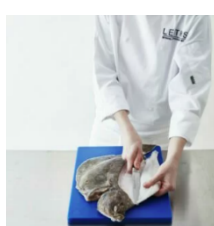
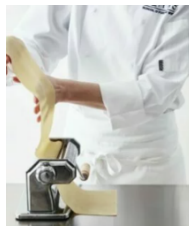
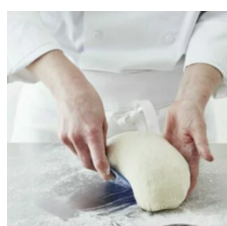
You will be required to build a portfolio of evidence to record the completion of all mandatory units, as follows:

- Practical cooking log of weekly menus – photographs of completed dishes, tasting marks, student evaluation and timeplans
- Termly theory tests – teacher led tests designed to assess understanding of skills and techniques
- Group practical cooking task – photographic evidence and written outline of the group event within their local community.

Final Assessment:

- Two x 3 hour practical assessments examining all seven mandatory units and marked by a visiting Leiths examiner. For both practical assessments, a timeplan and costing are required
- Level 2 Food Hygiene and Allergens course and examination
- Two written menu planning tasks which will need to be uploaded to the portal

Some of the skills you will be learning:



Summer transition project

(To authenticate your own work, please ensure your name is featured next to your evidence, e.g. use your Swakeleys lanyard).

1. **Cook:** *any 4-6 dishes* over the summer and then for each dish, **take a photo** and give a short write up of what went well and how you could improve it if you were to cook it again.

- a. Highlight which skills were used.

- could be a breakfast, lunch, dinner, dessert, bake
 - could be a soup, pasta dish, meat/fish dish, vegetarian dish
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2. **Mini knife skills project**

Aim:

To practise a range of knife cuts on fruits and vegetables with different shapes, textures, and firmness, and to compare the challenges and techniques required for each.

Practicing different cuts on different types of fruit and vegetables with different shapes and level of firmness, evidencing with photos and explanations of the differences you experienced e.g. julienning a carrot compared to a leek.

Take photos as evidence and a short explanation of what you have found out. E.g. Julienning a Carrot:



Cut used: Julienne (thin matchstick strips)

Method:

- *Peeled the carrot.*
- *Cut it into shorter sections.*
- *Squared off the sides to create a flat surface.*
- *Sliced into thin planks and then into matchsticks.*

Experience:

The carrot was very firm and dense, so it required more pressure from the knife. The firmness helped produce neat, even strips because the carrot held its shape well. However, care was needed to keep the slices consistent in thickness.

3. Cook one whole meal:

Overview

For this task, you will plan, prepare, cook, and present a complete three-course meal for your family or friends. Your meal must include a **starter, main course, and dessert**, and should demonstrate a range of practical cookery skills suitable for a Level 3 professional cookery course.

This task is designed to help you develop confidence in timing, organisation, presentation, and independence in the kitchen, while also practising safe and professional working methods.

What you need to do:

a. Plan your menu

Choose a balanced three-course meal. Your dishes should:

- Work well together as a menu (flavour, texture, and style)
- Be achievable within your time and skill level
- Show a range of cooking techniques (e.g. boiling, roasting, baking, frying, knife skills)

Example structure:

- Starter: light and appetising (e.g. soup, salad, small plated dish)
 - Main: protein-based dish with vegetables and carbohydrate
 - Dessert: sweet dish (hot or cold)
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b. Cook the meal

On your chosen cooking day:

- Prepare and cook all three courses
 - Work safely and hygienically at all times
 - Use appropriate timing so all dishes are served at the correct temperature
 - Demonstrate organisation and independence in the kitchen
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c. Evidence your work

You must include:

- Photos of each course (starter, main, dessert)
 - Photos showing key stages of preparation or cooking (optional but recommended)
 - Clear presentation of your final dishes
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d. Self-Evaluation

After cooking, write a short evaluation (approx. 150–250 words) including:

- What went well in your meal preparation and cooking
- Any challenges you faced (e.g. timing, technique, presentation)
- What you would improve next time
- Which skills you developed (e.g. knife skills, organisation, confidence)

This task is about showing your developing skills as a cook. Focus on organisation, timing, and quality rather than complexity. A well-executed simple meal is better than an overly complicated one that is poorly finished.

4. Ingredient seasonality research:

Ingredient seasonality means using foods that are naturally harvested at a particular time of year. Seasonal ingredients are often fresher, tastier, and can have a lower environmental impact because they do not need to be imported from other countries. This research project focuses on five ingredients that are in season during *autumn in the UK*.

- a. Pumpkin
- b. Apples
- c. Butternut squash
- d. Pears
- e. Brussel sprouts

For each, suggest possible dishes you could make with the ingredient.

5. **Chef or restaurant research** - *do a short research project on either a **chef** or a **restaurant** of your choice*. Through researching either a professional chef or a restaurant of your choice, you will develop an understanding of culinary style, signature dishes, techniques, and influences that shape modern professional cooking.

This project also aims to build key skills needed for the course, including independent research, analysis of menus and cooking styles, and the ability to evaluate how professional kitchens operate. By exploring real industry examples, you will gain inspiration for your own practical cooking, improve your food knowledge, and begin to think like professional chefs in preparation for advanced-level study.

How do I present my work?

Digitally preferably, on a Google docs which you can share in September.

Have a great summer!

Mrs. Yates